

CREATING AN EFFECTIVE IEP FOR YOUR CHILD

Identify Missing Skills to Determine IEP Goals



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Child's Name _____ Date _____

Grade _____ Age _____ Disability _____

For additional assistance, contact NCTS at (440)914-0200, (800)335-7984 or email caroler@northcoasted.com .

GENERAL IEP GUIDELINES

Keep the IEP SIMPLE!

- The fewer goals, the easier it is for the teachers to follow the IEP. We suggest no more than six or seven major objectives-goals with accompanying benchmarks.
- Create realistic goals that can be completed in one year or less. *(If goals have been met before the IEP expires, request an IEP meeting and create a new IEP with new goals.)*
- Make the IEP for a full calendar year not just the school year.
- Don't be afraid to express what you think your child really needs.
- You know your child better than anyone else.

INSTRUCTIONS FOR THE IEP CHECKLIST:

The following pages are designed to help you identify your child's current skill levels. **This checklist is NON-GRADED. Rather it is a compilation of basic skills needed for life from preschool through high school.**



Put a Big "x" over each section that is too easy or too advanced for your child right now.



Check each item in a section that your child CAN do right now.



List your child's most important needs at the bottom of each page. as potential IEP goals.



You are funneling through the long list of potential goals to identify what goals are most important now.



Select your "targeted goals" for the IEP from the bottom of each page.

PRE-SCHOOL SKILLS-MISCELLANEOUS

Time Concept

My child:

- Understand month, date, year (calendar skills)
- Understand time (morning, afternoon, evening)
- Understand time (hour, a.m., p.m.)
- Can wait ____ minutes before receiving a reward.
- Knows the seasons of the year.
- Knows holidays.
- Knows yesterday, today and tomorrow.
- Other _____

Life Skills – APPLIED BEHAVIORAL ANALYSIS (ABA)

My child can:

Check if requires Physical Prompt (PP), Verbal Prompt (VP), or No Prompt (NP)

- Pulls pants up and down for toilet time. PP____ VP____ NP____
- Bathrooming PP____ VP____ NP____
- Shoes off and on without tying PP____ VP____ NP____
- Coat on and off. PP____ VP____ NP____
- Zips PP____ VP____ NP____
- Buttons PP____ VP____ NP____
- Snaps clothes PP____ VP____ NP____
- Ties shoes PP____ VP____ NP____
- Dresses independently PP____ VP____ NP____
- Wash hands PP____ VP____ NP____
- Wipes nose with a tissue. PP____ VP____ NP____
- Covers mouth when sneezing or coughing PP____ VP____ NP____
- Has healthy food behaviors PP____ VP____ NP____
- Navigate on playground and in school setting using school rules.
- Other _____

Sensory Integration

My child can:

- Tolerates tactile exploration in various materials, such as, shaving cream, sand, rice, beans, etc. (For ____ minutes)
- Other _____

Attention/Focus

- Maintains on-task behaviors during classroom activities
(how long? ____ minutes)
- Other _____

Child's needs _____

Goal _____

Goal _____

Goal _____

ACADEMICS

READING SKILLS

Reading (Decoding)

Decoding (*An ability to read the word on the printed page. This does not mean define words, just read them.*)

- Knows consonant sounds
- Knows short vowel sounds
- Reads one-syllable words
- Reads multi-syllabic words
- Knows seven syllable types:
 - Closed, Open, :Vce, R-Control, Vowel Team, :Cle,
- Diphthong
- Knows vowel/syllable patterns: VCCV, VCV, VCCCV, VCCCCV, VV
- Knows digraphs: “sh”, “ch”, “th”, “wh”
- Knows blends: “br”, “cl”, etc.

Child's needs _____

Goal _____

Goal _____

Goal _____

Reading Comprehension

Fiction – Literature (Understand story structure)

- Setting (Where and when of the story)
- Characters (Personality and appearance)
- Plot (Includes story's problem, rising action, climax, and open or closed plot)

Child's needs _____

Goal _____

Goal _____

Goal _____

Non-Fiction – Textbooks (Understand Outlining)

- Understands a book is about one subject (*The subject is a person, place, thing or idea that the whole book is about.*)
- Understands a book has main ideas (*A main idea is one important point about the subject.*)
- Understands the table of contents, can find the index and glossary, and knows how to use them.
- Understands that each chapter is a “sub-subject” of the book, *i.e. the book is about American history. The first chapter is about the Revolutionary War, a sub-subject of American history.*
- Understands that each chapter is divided into sections with bold headings. Each section is a main idea about the chapter's “sub-subject”.
- Can identify the main ideas and supporting details in each section of a chapter.
- Can take notes from teacher's lecture.
- Can study textbook and class notes for tests.

Child's needs _____
Goal _____
Goal _____
Goal _____

Problem Solving-Word Problems

Questions that will help you describe how your child solves word problems:

- Does your child underline key words to help identify information needed?
- Does your child "guess" what operation to use?
- Does your child draw pictures to show how to solve the problem?
- Does your child understand that a word problem may have two or more ways to solve it?
- My child has no clue how to solve the problem.
- Problem solving strategies used by my child:
 - Look for a pattern
 - Construct a table
 - Make an organized list
 - Act it out
 - Draw a picture
 - Use objects
 - Guess and check
 - Work backward
 - Write an equation
 - Solve a simpler or similar problem
 - Make a model

Describe how your child solves word problems: _____

Child's needs _____

Goal _____
Goal _____

NICE START!

YOU'VE TAKEN THE FIRST STEPS TOWARDS DEVELOPING IEP GOALS FOR YOUR CHILD.

WHAT'S NEXT?

Contact North Coast Education Services to get the full version of this workbook.

See Scholarship Opportunities

Learn about the Jon Peterson Special Needs Scholarship and the Autism Scholarship, both available through NCES.

[See Scholarships](#)

Meet Our Tutors

Our tutors are highly trained educators who will meet in a location of your choosing.

[About Our Tutors](#)

Connect With Us

If you're ready to talk about how your child can reach their potential feel free to call us!

[Contact NCES](#)